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**ИЗОБРАЗИТЕЛЬНАЯ ДЕЯТЕЛЬНОСТЬ КАК СРЕДСТВО РАЗВИТИЯ
ТВОРЧЕСКОГО ВОООБРАЖЕНИЯ У ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА****Немеринская Екатерина Евгеньевна**Севастопольский государственный университет
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филология»**Аннотация**

В статье рассматривается метод как способ совместной деятельности воспитателя и детей. Дается описание средств и методов развития воображения у дошкольников. Описаны индивидуально-психологические качества личности детей дошкольного возраста.

Ключевые слова: дошкольный возраст, творческое воображение, учебно-воспитательная деятельность, познавательное воображение, аффективное воображение.

**VISUAL ACTIVITY AS MEANS OF DEVELOPING CREATIVE
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The article discusses the features of the development of imagination, the stages of the development of creative imagination of preschoolers. The individual psychological qualities of the personality of preschool children are described.

Keywords: preschool age, creative imagination, educational activity, cognitive imagination, affective imagination.

Introduction

Achievements (L. Vygotsky, V. Davydov, A. Dyachenko, S. Rubinstein, etc.) show that imagination is not only a prerequisite for the effective assimilation of educational material, but also a condition for the creative transformation of knowledge available to children, that is, it largely determines the effectiveness of educational activities in a preschool institution.

Games, various types of artistic creativity, designing, creating fairy tales actively develop creative imagination. Preschool age is sensitive for the development of creative imagination. Various forms, methods and means are used to develop the creative imagination of older preschool children [1, p. 64].

Methods occupy a special place among the main conditions that determine the effectiveness of development, because they directly form and determine the nature of the relationship between teachers and children, significantly affect the formation of relations between them. The method as a way of joint activity of the educator and children, which provides for the mastery of the social experience of mankind by children and the organization and guidance of the educator in educational and cognitive activities [1, p. 66].

The method is a certain way of purposeful realization of the learning process, achievement of the set goal. The correct selection of methods in accordance with the purpose and content of education, age characteristics of children contributes to the development of their abilities, equips them with the skills and abilities to use the acquired knowledge in practice, prepares them for independent acquisition of knowledge, forms their worldview. When conducting the research, we proceed from the recognition of the method as a set of didactic techniques organically interconnected into a certain system.

Means are objects created by man, as well as objects of natural nature used in the educational process as carriers of educational information and a tool for the activities of the teacher and students to achieve the set goals of education, upbringing and development. The means and methods of developing imagination in preschoolers are implemented in various forms.

Many teachers and psychologists have considered the issues of improving and developing organizational forms of education. Most of the studies were conducted on the material of individual subjects or on a certain age group. The issues of the organization of educational work in connection with the problem of assimilation of knowledge, the formation of methods of mental activity are considered in the works of psychologists P. Blonsky, D. Bogoyavlenskaya, A. Leontiev, S. Rubinstein, Yu. Samarin, etc.

A dialectical approach to the study of the problem of choosing forms of educational activity and their combinations is possible only with a clear definition of various forms.

V. V. Babansky distinguishes between group and individual forms. There is another approach to the division of organizational forms: their division into basic forms and non-basic forms. The educational process is carried out through organizational forms [1, p. 67].

In our research, we will adhere to the concept of "forms of educational and educational activity" and understand it as a certain, orderly structure of educational and educational activities of children, taking into account the goals, objectives, logic and methods of education and training at each specific stage of the educational process.

The need to use various forms of imagination development in preschoolers is due to the fact that each of them has its advantages in one sense or another and cannot be considered universal. However, an effective combination of these forms with their pedagogically optimal alternation and complementarity.

The researchers proposed common features of the classification of forms of work in a group: frontal, individual, group and differentiated - group.

Group work can be either single or differentiated. In the first case, all groups perform the same tasks, in the second case, the tasks for each group should be different, and together they allow you to get a complete picture of the problem.

V. Dyachenko identifies four organizational forms of training: individual, pair, group and collective. In the group form of imagination development in preschoolers, children are divided into types of groups, teams and links. Groups can work on both general and specific tasks, progressing at their own pace. The work is based on the principles of self-management of preschoolers with less guidance from the educator [2, p. 46].

The joint work of children in a group with the right pedagogical guidance can contribute to the formation of socially useful personality qualities of preschoolers, moral relations between them, team behavior skills, communication skills, the development of their own opinion and the ability to justify and defend it, as well as respect for the opinion of others, willingness to cooperate, a sense of responsibility, initiative [2, p. 47].

Individual activity for the development of imagination in preschoolers is based on the independent performance of each child's task in accordance with his abilities without interaction with others. The importance of individual activity lies in the fact that it takes into account the pace, readiness of each student and provides a more differentiated task statement, monitoring and evaluation. It is used to consolidate knowledge and form skills, which occurs in the form of independent work.

The main means and methods of developing imagination in preschool children are play, visual activity, construction, manual labor, etc.

Of exceptional importance for the development of creative abilities among preschoolers is the visual activity, which from generation to generation is the most favorite type of activity.

Visual activity is organized and functioned as a specific imaginative cognition of the child of society and himself in it. This gives the child the opportunity to diversify the forms of communication with society, to model the "picture of the world", to convey personal impressions about it with the help of various visual materials and techniques, to experience a sense of delight, joy, surprise, creative uplift, self-worth; to get rid of unwanted complexes (fear, indecision, uncertainty, inferiority, etc.).

Visual activity is a socio-pedagogical phenomenon, which, on the one hand, forms the creative personality of each child, ensures the development of his self-awareness, provides opportunities for self-realization, on the other and ensures the formation of a positively stable interaction of the child in co-creation with peers and adults [1, p. 68].

Visual activity includes all stages of the creative process: the creation of the idea, the search for ways to implement it, detailing, direction and encouragement of creation, assimilation of names, forms, spatial designations at the stage of evaluation, that is, the correlation of the received with the idea. Visual activity encourages, expands, stimulates and promotes non-verbal manifestations of the child's creativity [1, p. 68].

First, children are introduced to simple types of visual activities, which serve to obtain simple skills and develop an idea of subjects. In addition, in the future, children can be introduced to a more complex type of visual activity, such as non-traditional techniques.

They are more interesting because more materials are used artificial (cotton wool, paper, newspapers, etc.) and environmentally friendly (potatoes, tomatoes), their own body (hands, fingers, cheeks, etc.).

Let's consider such types of visual activity: drawing, modeling, application, construction. Drawing is a pictorial way of depicting objects and phenomena, the basis of which is a dye, shape,

composition. Looking at an object, the child learns its shape, color, contour, then tries to reproduce it on paper, gradually accumulates the primary skills of drawing techniques.

Children convey fairy-tale and literary images embody in their drawing an attitude to what surprised, interested them and gave them wonderful emotions and memories.

So classes with painting activities help the development of children's speech and contribute to the development of fine motor skills of the hands, enrich their imagination with figurative expressions that children remember and use to describe their own events.

Modeling is a plastic, three-dimensional image of objects that are created with their own hands and fingers. With the help of a material (clay, dough, plasticine, etc.) that allows you to change the appearance, the child sculpts a small copy of the object or character as he sees it, and subsequently the child can sculpt more complex characters and details [1, p. 69].

Applique is a way of creating ornaments, patterns and images by gluing scraps of paper on paper. Children cut out various silhouettes, patterns, ornaments from paper and paste them on colored paper, creating their own composition. When working with paper, scissors, glue, the child develops hand coordination, independence, and skills are formed [1, p. 69].

Designing is an activity in which a variety of toys are created from various materials or constructions from children's building materials and constructors. Designing can be called a game in which a child is a builder and he decides for himself how to arrange his design, ponders the idea and draws a sketch on paper.

It is more related to the game than other productive activities. The game often accompanies the design process, and children use the made products in games. The adult encourages the child to make appropriate play movements.

According to T. Komarova, classes in drawing, modeling, application and construction have a great influence on the development of imagination, imagination and speech of children [2, p. 97].

Conclusion

To enrich the content of education and upbringing, it is important to integrate the types of visual activities: drawing – application, modeling – drawing, modeling – application, and the like. This helps the child to holistically convey feelings, reproduce images, objects and phenomena in his works.

Combining tasks aimed at developing creative activity, initiative, imaginative thinking, imagination, receptivity to beauty and the formation of a desire to preserve and create beauty, the teacher of a preschool educational institution will develop not only creative, logical thinking of pupils, but also their moral feelings.

It is very important to trace how children's impressions received during observations, perception of phenomena and objects are embodied in the process of children performing visual-figurative and visually effective types of creative tasks, in the very results of their creativity. The content of organized observations is the surrounding reality: the world, nature, people, objects.

Feelings, images, ideas, experiences that arise in a preschooler during observations accumulate in his memory; become the main source for creating an artistic image. During practical activities, it is important to focus children's attention mainly on the reproduction of forms "by eye", and to teach a picturesque and colorful solution to convey "by feeling".

During the organization of visual activities in a preschool educational institution, the teacher should remember that a calm, friendly atmosphere has a positive effect on the child. Taking into account all information above, classes on the formation of artistic skills should first be individual, paired, and then subgroup (with 5-6 children). Mini-classes are best conducted with a small group of pupils (face to face, with 4-5 children) lasting from 10 to 15 minutes, while it is important to give each child the opportunity to finish their practical work.

It is effective to have musical and literary works of the appropriate subject matter played during group visual activities. Complex, collective, final classes can last from 30 minutes to an

hour, depending on the interest, desire, and well-being of each child. The child himself must determine the duration of his employment in visual activities.

As the result, it can be concluded that visual activity is one of the leading activities of older preschoolers and an effective means of developing creative imagination.

In the process of visual activity, imagination and memory are actively working, emotional and volitional manifestations are enhanced, the child learns to overcome difficulties, learns about the world around him, looks for a way out of a problematic situation, speech is improved, moral qualities of personality are formed. Visual activity is favorable for the development of creative abilities. The objects that the child creates in the process of visual activity become a visual basis for speech exercises. A fairy tale invented by a child makes it possible to spread its content in the drawing. Visual activity is important for the comprehensive development of personality. In the process of the image, the child develops observation, spatial imagination, eye, fine motor skills, aesthetic perception, artistic taste, creativity, and the like.

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